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ABSTRACT

Findings of a study that examined the needs of beginning school principals are presented in this paper, with a focus on the differences in perceptions of aspiring and experienced principals. A questionnaire was mailed to 420 aspiring school principals in 5 universities in 3 states and to 100 practicing elementary, middle, and secondary principals in 5 states, in which respondents assessed the critical skills needed by beginning and aspiring principals. Findings indicate that discrepancies existed between experienced and aspiring principals with regard to the kinds of skills that they assumed to be important for effective job performance. Specifically, aspiring administrators placed a much higher value on the demonstration of technical managerial skills, while practicing administrators valued socialization skills. Because the ability to demonstrate a personal vision of leadership was identified as one of the most critical skills, universities should include more opportunities for reflective activities and promote different types of field-based learning and mentoring to challenge preparation programs' focus on technical knowledge. Suggestions are offered for improving the nature of professional development at the preservice, induction, and inservice education levels. Two tables are included. Appendices include the survey instrument and list of survey items. (19 references) (LMI)

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WHAT DO BEGINNING LEADERS NEED? ASPIRING AND PRACTICING PRINCIPALS' PERCEPTIONS OF CRITICAL SKILLS FOR NOVICE ADMINISTRATORS

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WHAT DO BEGINNING LEADERS NEED? ASPIRING AND PRACTICING PRINCIPALS' PERCEPTIONS OF CRITICAL SKILLS FOR NOVICE ADMINISTRATORS

Analyses of the school principalship in the United States make it clear that, for a variety of reasons, the next decade will see the need for many individuals to move toward positions in this key educational role. It is estimated, for example, that up to 75 percent of current principals across the country will leave their positions by the turn of the next century. As a result, it is likely that the next few years will see the arrival of a large number of new individuals who will be assuming their first principalships.

While there will be a high rate of turnover in the school principalship, with many individuals coming "on board" for the first time, there are few clues currently available to guide the development of policies or programs which might be directed toward the needs and interests of novice administrators. Traditionally, scholars have not spent much time looking at the important issue of how people become school administrators. Instead, most research has more typically been directed toward an exploration of what practicing school administrators do--or

at least, are supposed to do--on the job (Daresh & Playko, 1992a). Despite this, there are some relatively strong statements found in the literature which describe issues associated with the ways in which people first move into the world of school administration.

Related Literature

Researchers are increasingly aware of the importance of identifying problems faced by newcomers to professional education. Most of the work to date has looked at classroom teachers as the primary data source. However, a review of research on problems faced by beginning administrators indicates that major differences exist between the roles of classroom teachers and administrators (Daresh & Playko, 1989a), and these differences have not been explored fully by researchers.

The research-based information available concerning initial socialization to educational administration makes it clear that any type of support, such as formalized entry year or induction programs, would be a welcome addition. Some recent investigations have been relatively small-scale studies conducted by Nockels (1981) and Turner (1981), and doctoral research by Sussman (1985) and Diederich (1988). A common finding in these works, and also in a broader study by Duke (1986), has been that the administrative entry year is marked by considerable anxiety, frustration, and self-doubt.

Weindling and Earley (1987) completed a wider study in England which reviewed the characteristics of the first years of secondary head teachers throughout the United Kingdom. Surveys and interviews were carried out to gain information from beginners, their teaching staffs, and their superiors concerning the ways in which heads were frustrated in their new positions. Among the study recommendations was that beginning educational managers need special consideration and support from their employing school systems. This same observation has been recently reiterated in the recommendations of the School Management Task Force (1991) which has examined the nature of issues that will be faced by British educational managers in the next few years. Weindling and Earley also noted that a major problem faced by head teachers has been isolation from their peers. The researchers suggested a number of ways in which this sense of separation by novice administrators might be reduced in the future.

Daresh (1986) found that beginning principals' concerns were in three areas: (a) problems with role clarification (understanding who they were, now that they were principals, and how they were to make use of their new authority); (b) limitations on technical expertise (how to do the things they were supposed to do, according to formal job descriptions); and (c) difficulties with socialization to the profession and to

individual school systems (learning how to do things in a particular setting--"learning the ropes"). Duke (1986) found many of these same themes in another study of new principals who were discouraged to the point that they were considering leaving the principalship, despite being viewed as quite effective. Duke found that these administrators experienced considerable frustration over the fact that they did not understand the nature of leadership responsibilities before they got to the "hot seat."

In general, there is not a particularly rich tradition of research into problems faced by newcomers to school administration. What is known, however, is that beginners believe that they need special assistance and support, and that help should be directed toward clear and consistent themes. What is not as clear at present is the extent to which the insights that new principals have concerning their learning and support needs are necessarily consistent with the expectations held by more experienced administrators. Further, there has been little attention directed toward the identification of skills that are presumed to be important by aspiring school administrators. The study reported in this paper was designed to gather information on both of these issues, with the expectation that discrepancies between skills sought by aspiring administrators and administrators already in the field might be important clues to

improving the design of principal preparation programs in the future.

Research Design and Methodology

Four hundred and twenty aspiring school principals in five different universities located in three states were involved in this study, along with 100 practicing elementary, middle, and secondary school principals in five different states. "Aspiring school principals" were defined as individuals who were enrolled in university graduate-level programs leading to state licensure or certification as building level administrators. In addition, all individuals had expressed a clear desire to find a position as a school principal upon completion of their university programs. Practicing principals involved in the study had experience levels which ranged from two to more than 20 years in the field of school administration.

All individuals who participated in the study were asked to complete the "Beginning Principals' Critical Skills Survey" (Appenix I), a 24-item questionnaire which asked for the assessment of tasks traditionally assigned to school principals (e.g., "How to develop and monitor a building budget"), as well as other skills identified as frequently associated with effective performance in the principalship (e.g., "Knowing how to

relate to school board members and central office administrators") according to a five-point scale. Each item was to be rated from "Extremely Critical" to "Irrelevant" as a skill needed to keep one's job after an initial appointment as a school principal.

The items included in the survey were derived from our earlier work (Daresh & Playko, 1989b; 1992b) which invloved the use of the Delphi Technique to determine the nature of specific skills which were sought by and valued by superintendents as they selected new principals for their school districts. During the course of one year, 24 specific skills were identified as critical by superintendents who engaged in multiple administrations of the Delphi survey. The items (Appendix II) were clustered into three major categories: Technical skills (8 items), Socialization skills (7 items), and Self-Awareness skills (9 items). Items associated with these three areas were randomly-distributed over the final version of the "Critical Skills Survey" that was administered to the sample of aspiring and practicing school principals who participated in the study.

In addition to the items related to the assessment of critical skills perceived to be needed by beginning and aspiring principals, respondents were also asked to complete brief background profiles which asked for information such as age, sex, and years of experience in professional education (as teachers

and administrators).

The findings and conclusions reported in the next sections of this paper represent analyses of the differences between responses provided by aspiring and practicing elementary and secondary school principals.

Findings and Conclusions

Table I provides an overview of the mean scores and ratings of both groups--aspiring administrators and experienced principals--as they rated the relative importance of each of the 24 items on the "Beginning Principals' Critical Skills Survey." Table II shows a comparison of the overall rankings of the two groups in terms of the three major sub-scales of the instrument--Technical Skills, Socialization Skills, and Self-Awareness Skills.

Four major issues appeared as a result of the analysis of the study data.

First, the individual item which was rated as "Most critical" as a skill needed by beginning principals, according to the responses of experienced administrators, was "How to determine who is what in a school setting." This item was followed closely by "Establishing a positive and cooperative relationship with other administrators in the district." Both of these

items were in the cluster related to Socialization skills.

Second, according to practicing principals, the least relevant items that need to be demonstrated by beginning colleagues were items such as "How to manage food service, custodial, and secretarial staff" and "How to establish a scheduling program for students and staff (master scheduling)." These items, and most others that were among the lowest-ranked issues, were clustered in the Technical skills category.

Next, for aspiring administrators, perceptions of the most critical skills included such items as "Awareness of issues related to local school law," and "How to develop and monitor a building budget." These were both classified as Technical skills in the survey. The lowest-rated items were in the area of Self-Awareness and included such things as "Portraying a sense of self-confidence on the job" and "Demonstrating an awareness of what it means to possess organizational power and authority."

Finally, the lowest rated item for aspiring administrators (i.e., "Demonstrating an awareness of what it means to possess organizational power and authority") was the item that received the highest priority as a skill valued by superintendents who participated in the earlier Delphi study.

This study, however, has provided some important insights into differences which, in turn, are related to a current issue, namely how to find more effective ways to guide people through personal career transitions and also provide them with more successful experiences as beginning school principals.

As a result, this study has significance for both practicing school administrators as well as university faculty who are involved with the preservice preparation of school principals. Further, there are implications for the refinement of practices associated with induction programs for beginning school leaders as well as schemes for the ongoing inservice education of principals and other administrators.

Implications for Preservice Programs. The traditional model of preservice preparation for educational administrators, at least in the United States, has emphasized reliance on members of university graduate faculties of Education as the individuals who are charged with the delivery of programs. In every state, the qualification of educational leaders is linked directly to a state-level licensure or certification procedure which is, in turn, based on the assumption that the attainment of university credits associated with prescribed graduate courses will adequately prepare people to step into principalships, superintendencies, and other positions of educational leadership. While it may be possible to argue with such a

Discussion

Some of the implications derived from these findings include the fact that great discrepancies appear to exist between experienced and aspiring principals with regard to the kinds of skills that are assumed to be important for effective job performance. Specifically, aspiring administrators place a much higher value on the demonstration of Technical skills, while practicing administrators rank these issues as least important, and place a greater emphasis on other skills. They indicate that they believe that it is more important for newcomers to show that they are being socialized effectively. Both of these perceptions were at odds with the views of superintendents who, in our earlier research, indicated that they made decisions regarding the continued employment of novice administrators based on the demonstration of Self-Awareness skills. The obvious overall conclusion from these findings is that different groups have very different perceptions of the behaviors and skills that are needed to succeed in the principalship.

The fact that different groups hold differing expectations for the role of the school principal is clearly not a new finding. Studies have examined alternative perceptions of the responsibilities of various role incumbents for many years (Chase, 1960; Getzels, 1963; Leithwood & Montgomery, 1982).

vision of adequate "preparation" on a number of grounds, the notion that people will learn some useful things related to the leadership of schools after taking some university courses does not appear to be challenged. People do take some courses that are filled with useful information that may be transferred to their roles in schools.

The problem, then, is not necessarily one of denying absolutely that people can learn about administration in universities. Rather, the results of our study would suggest that the exact content of some of what is offered at the university might be examined to determine if it is truly relevant for the needs of beginning administrators. By and large, the curricula of preservice administrator preparation programs emphasize the development of knowledge in traditional managerial task areas such as law, finance, personnel management, evaluation, and so forth. This vision of the kinds of skills needed to prepare people to assume leadership roles in schools is quite consistent with the view that novices in principalships and superintendencies will be called upon to demonstrate a high degree of mastery of technical skills in areas equivalent to the managerial tasks taught at universities. The results of our study do not suggest that it is no longer needed to teach aspiring students about law and budgeting. The issue that might be raised, however, concerns the extent to which

technical content knowledge needs to serve as the sole focus of preparation programs.

If one of the most critical skills of beginning school principals is, in fact, the ability to demonstrate a personal vision of leadership, then it may be important for universities to increase the extent to which they feature opportunities for aspiring leaders to engage in reflective activities concerning their future careers (Barnett & Brill, 1988). It may be worthy, for example, to examine Hart's (1990) suggestion that leadership formation might involve increased emphasis on theoretical and experiential knowledge bases in the future, rather than attempting to find new ways of developing reliance on empirical ways of knowing about the field of leadership alone. In addition, such time-honored practices of administrator pre-preparation such as internships, field-experiences, and practica might be examined to determine whether or not they prepare future administrators for the true critical skills of beginners, or whether they persist solely as apprenticeships which give individuals only brief glimpses into the technical side of administration.

School districts and practitioners are increasingly being recognized as legitimate players in the business of preparing future school principals and other educational leaders. Ef-

forts such as the Danforth Foundation Program for the Preparation of School Principals have placed great emphasis on finding ways in which universities might find ways to work collaboratively and as partners with agencies in the field. New approaches to intensive field-based learning activities are appearing in numerous settings across the nation (Milstein, Bobroff, & Restine, 1991). In our view, these programs are long-overdue as ways to improve preservice preparation. However, if they do not take into account the fact that becoming an effective school leader is more than learning how to do certain job-related technical skills, they will not be effective in finding better ways to make people ready to come "on board" for the first time.

Field-based learning activities are important, but they must be more than simple ways to allow aspiring administrators to learn "at Nellie's Elbow." The results of our work suggest that, in addition to the acquisition of certain identifiable technical skills (e.g., how to budget, how to develop master schedules, etc.) which have traditionally been the foci of intern experiences, more subtle forms of directed learning must be promoted in the field. Operationally, this may mean that different types of field-based learning activities might be promoted. In some, the focus would be solely on the acquisition of technical skills ("How do you...?"). These experiences

might be directed through contact between an aspiring administrator working for a period of time with an experienced practitioner who has developed strong skills at doing the kinds of things required by the skill areas. This type of job coaching is still a critical part of administrator preparation.

However, we believe that another type of field-based learning activity is also needed to respond to the need for certain skills to be demonstrated by novice leaders. Here, it is not simply a case of showing people how to do certain tasks, but also helping people to discover some of their personal values and feelings of self-confidence related to the role in general ("Why do I...?") Practitioners assisting aspiring administrators must be able to demonstrate effective performance of job-related tasks. They must also have additional skills related to providing coaching to future colleagues. We believe that this is a critical distinction between traditional internships and mentoring relationships that become available for aspiring leaders. Both roles--job coaches and mentors--are important and need to be included in more effective preservice preparation programs. Simply stated, helping people to develop a personalized vision of leadership is likely to be at least as important as teaching people how to manage a building budget, yet most existing programs tend to emphasize the latter and virtually ignore the former.

Implications for Induction Programs. An increasing number of states are beginning to appreciate that, because of the large number of new administrators appearing in schools and because of the difficulties associated with the principalship, strategies need to be devised to provide special support to administrative newcomers. In programs such as the ones mandated recently in North Carolina and Ohio, there has been a requirement for new principals to receive ongoing support in the form of a mentor being assigned throughout the first year of service. It has been our observation (Daresh & Playko, Forthcoming) that, while such mentoring programs have great promise, they have not typically achieved their full potential. It may be that limitations may be found in the fact that the majority of induction mentoring programs have been directed at providing support in areas where people do not necessarily need it as they proceed throough their first years on the job.

Again, the majority of mentoring schemes that we have reviewed have tended to focus on helping people to learn critical technical skills that are associated with their work in a particular school system. Again, we do not wish to suggest that such skills are unimportant, or that beginning principals always have an immediate grasp of how to do a number of things that are required of beginners. On the other hand, we believe that it may be considerably more important for a

district that wants to support novice principals to invest its scarce professional development resources in a program that will address issues that could not be handled typically by assigning experienced secretaries to beginners, or by inviting people to call the central office if they have questions about local procedures.

Mentoring for beginning principals is a most desirable practice. However, we would suggest that such a practice would work best if it were directed largely at attempting first year administrators to increase their level of skills in the areas related to increased self-awareness and socialization to the job and to a new system. Such mentoring would focus on the needs and feelings of the individual as he or she proceeds through the first year or two of serving as a formal leader. Predetermined curricula for guiding the mentoring relationship (e.g., "In August, show the beginner how to inspect the building before school begins," etc.) would not be as useful as making numerous informal contacts between mentors and proteges available. We appreciate the fact that such expectations for mentoring beginning principals are not as easy to orchestrate as programs that focus on technical skills alone. However, we also appreciate the fact that effective mentoring is not always an easy practice to carry out.

Implications for Inservice Education. The kinds of improvements in administrator inservice that are suggested by this study tend to be more indirect and subtle than are the kinds of changes we noted regardiing preservice preparation and induction. Our study was not directed at the needs of experienced principals. Nevertheless, there are some indirect issues that might be addressed.

Perhaps the most central way in which this study of the needs of beginning principals might be tied to inservice for experienced principals again is found in the issue of how to make use of sensitive mentors to work with aspiring and beginning principals. Those who serve as administrative mentors typically report that they achieve as much, if not more, satisfaction out of their work than do those who are mentored (Daresh & Playko, Forthcoming). Serving as a resource to others often causes one to reflect very directly on personal assumptions, values, and professional development needs in ways that are very different from the ways in which most administrators proceed through their daily professional responsibilities. What we are suggesting here is that, if greater attention can be directed toward discussions of the needs of beginners, it may be possible to encourage the reawakening of interest in other forms and levels of professional development.

Summary

In this paper, we presented a recent study of the needs of beginning school principals. We looked at the differences that exist between perceptions of needs identified by experienced principals and by those who aspire to the role of building-level school leader. We discovered that experienced administrators indicate that they believe that the demonstration of skills in the areas of self-awareness and socialization are critical to one's ability to serve as a principal, while those enrolled in preservice educational administration preparation programs believe that it is more important for people to demonstrate a high degree of skill in technical managerial duties. Based on these differences, we suggested ways for improving the nature of professional development for administrators to occur at the preservice, induction, and ongoing inservice education levels.

Considerable additional research needs to be carried out in this area. For example, we make a number of suggestions about the ways in which efforts to make preservice, induction, and inservice programs for school administrators more reflective and sensitive to personal development might be more effective than present practice. At present, a number of universities are engaged in such program restructuring. It will

be important to follow the graduates of such programs to determine if, in fact, they demonstrate greater sensitivity to real demands of the principalship when they take on their first posts. Do reflective internships, mentoring, and other similar practices really have an effect on short-term and long-term effectiveness of principals?

In this same vein, it may be desirable to carry out studies which look into the policy implications that are derived in school districts, universities, and other agencies as a result in changes that are made in administrator preparation programs. For example, changes that may be made in the content of preservice courses might include reducing the attention paid to such traditional areas as personnel and finance. However, these areas have long histories of previous research and scholarship that make them "respectable" areas of inquiry by university faculty. As new approaches to administrator preparation appear, the possibility exists that opportunities for publication may not be realized. This has clear and serious implications for the well-being of university faculty.

A final area that will deserve attention from researchers will involve potential redefinitions of the role of the principal in the first place. Our study asked people to indicate the kinds of skills that are needed by principals at

this time. We cannot help but wonder if the skills described here would change drastically if programs such as widespread site-based management would become more frequently adopted. In such schemes, the role of the principal becomes more involved with broader managerial duties such as the development of community relations, budgeting personnel selection, and so forth. We cannot help but assume that, under such circumstances, the "critical skills" for all principals, beginning or excperienced, would change.

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APPENDIX I

BEGINNING PRINCIPALS' CRITICAL SKILLS SURVEY

PART I: Listed below are a series of skills that have been identified by a group of superintendents as relevant for individuals to perform as part of their duties as first year principals. Please read through the list and, for each item, use the rating scale to the right of each item to indicate the extent to which you believe a skill is critical for the effective performance of the job of the principal. Refer to the following scale as you respond to each item:

5 = EXTREMELY CRITICAL SKILL (Not being able to do this would make it highly unlikely that a person could continue in the principalship)

4 = SOMEWHAT CRITICAL

3 = FAIRLY IMPORTANT, BUT NOT ABSOLUTELY ESSENTIAL

2 = SOMEWHAT UNIMPORTANT

1 = IRRELEVANT SKILL FOR THE EFFECTIVE PERFORMANCE OF THE JOB OF SCHOOL PRINCIPAL (Not being able to do this would have no impact on a person's ability to serve as a principal)

1.	How to evaluate staff (i.e., procedures for the task and also the substance: What do standards really mean?)	1	2	3	4	5
2.	How to facilitate/conduct group meetings.	1	2	3	4	5
3.	How to design and implement a data-based improvement process, including goal-setting and evaluation).	1	2	3	4	5
4.	How to develop and monitor a building budget.	1	2	3	4	5
5.	How to organize and conduct parent-teacher-student conferences.	1	2	3	4	5
6.	How to establish a scheduling program for students and staff.	1	2	3	4	5
7.	Awareness of issues related to local school law.	1	2	3	4	5
8.	How to manage food service, custodial, and secretarial staff.	1	2	3	4	5
9.	Establishing a positive and cooperative relationship with other district administrators.	1	2	3	4	5
10.	How to determine who is what in a school setting.	1	2	3	4	5
11.	Knowing how to relate to school board members and central office personnel.	1	2	3	4	5
12.	Knowing where the limits exist within the district or building, and balancing that knowledge with one's own professional values.	1	2	3	4	5
13.	Understanding how the principalship changes family and other personal relationships.	1	2	3	4	5
14.	Developing interpersonal networking skills that may be used with individuals inside and outside of the system.	1	2	3	4	5
15.	Ability to encourage involvement by all parties in the educational community.	1	2	3	4	5
16.	How to develop positive relationships with other organizations and agencies located in the school's surrounding community.	1	2	3	4	5
17.	Demonstrating an awareness of what it means to possess organizational power and authority.	1	2	3	4	5
18.	Demonstrating an awareness of why one was selected for a leadership position in the first place.	1	2	3	4	5
19.	Portraying a sense of self-confidence on the job.	1	2	3	4	5
20.	Having a vision along with an understanding needed to achieve relevant goals.	1	2	3	4	5
21.	Demonstrating a desire to make a significant difference in the lives of students.	1	2	3	4	5
22.	Being aware of one's biases, strengths, and weaknesses.	1	2	3	4	5
23.	Understanding and seeing that change is ongoing, and that it results in a continually changing vision of the principalship.	1	2	3	4	5
24.	How to assess job responsibilities in terms of the "real role" of the principalship.	1	2	3	4	5

APPENDIX I (CONTINUED)

PART II: Background Information

1. Your present role: _____(a) classroom teacher _____(b) school principal
_____(c) superintendent _____(d) central office administrator (non-superintendent)
_____(e) school board member _____(f) other

2. Age: _____ 3. Sex: _____(a) Male _____(b) Female 4. Years of Teaching Experience: _____

5. Highest academic degree: _____(a) Bachelors _____(b) Masters _____(c) Doctorate _____(d) Other

6. Are you currently enrolled in a program designed to prepare school administrators? _____Yes _____No

7. If "Yes" in item 6, do you anticipate seeking a position as a school principal during the next three years?
_____Yes _____No

8. If you are not currently a principal, have you ever held this job in the past? _____Yes _____No

9. If you have been a principal (or if you are currently a principal), how long were you in this role? _____years

10. Are you currently a first year principal? _____Yes _____No

11. If you are currently a superintendent, have you hired a principal in the last two school years? _____Yes _____No

APPENDIX II

AREA I: Technical Skills

Survey No.	Item
1	How to evaluate staff (i.e., procedures for the task, and also the substance)
2	How to facilitate group meetings
3	How to design and implement a data-based improvement process
4	How to develop and monitor a building budget
5	How to organize and conduct parent-student-teacher conferences
6	How to establish a scheduling program for students and staff
7	Awareness of issues related to local school law
8	How to manage food service, custodial, and secretarial staff.

AREA II: Socialization

9	Establishing a positive and cooperative relationship with other district administrators
10	How to determine who is what in a school setting
11	Knowing how to relate to board members and central office personnel
12	Knowing where the limits exist within the district or building, and balancing that with one's own professional values
13	Understanding how the principalship changes family and other relationships
14	Developing interpersonal networking skills that may be used with individuals inside and outside of the system
15	Ability to encourage involvement by all parties in the educational community
16	How to develop positive relationships with other organizations and agencies located in the school's surrounding community

AREA III: Self Awareness

17	Demonstrating an awareness of what it means to possess organizational power and authority
18	Demonstrating an awareness of why one was selected for a leadership position in the first place
19	Portraying a sense of self confidence on the job
20	Having a vision along with an understanding needed to achieve relevant goals
21	Demonstrating a desire to make a significant difference in the lives of staff and students
22	Being aware of one's biases, strengths, and weaknesses
23	Understanding and seeing that change is ongoing, and that it results in a continually changing vision of the principalship
24	How to assess job responsibilities in terms of the "real role" of the principalship

TABLE I

Mean scores and ratings of each item of the "Critical Skills Survey," according to two groups, Practicing Administrators and Aspiring Principals.

	Practicing Administrators		Aspiring Principals	
Survey Item	Mean	Ranking	Mean	Ranking
1	3.10	11	3.44	8
2	2.55	15	4.12	4
3	2.30	17	4.12	4
4	3.20	9	4.56	2
5	3.10	12	3.55	7
6	1.80	23	2.58	12
7	4.10	5	4.60	1
8	1.60	24	3.23	9
9	4.40	2	2.77	10
10	4.50	1	2.64	11
11	3.40	7	3.88	6
12	4.20	4	2.50	13
13	2.95	13	2.19	17
14	4.10	5	2.03	19
15	2.70	14	2.42	14
16	2.55	15	2.12	18
17	4.30	3	1.55	24
18	3.30	8	1.98	20
19	2.10	19	1.67	23
20	2.00	20	1.78	22
21	3.20	9	2.32	15
22	2.00	20	2.28	16
23	1.95	22	1.90	21
24	3.20	9	4.34	3

TABLE II

Ranking of Critical Skill Categories for Practicing Administrators and Aspiring Principals

Practicing Administrators		Aspiring Principals
Ranking	Category	Ranking
3	Technical Skills	1
1	Socialization Skills	2
2	Self Awareness Skills	3